

# YOUTH ACTIVITIES FOR THE CLASSROOM & BEYOND: **ART/MUSIC/DRAMA**

**-HIGH SCHOOL (9-12<sup>TH</sup> GRADE)-**

## Activities:

### **BUILD-A-BILLBOARD**

Have a “Create a Billboard” contest with an alcohol, tobacco, and other drug (ATOD) free prevention message. Once the winner is chosen, work with community coalitions, businesses, or community leaders to have the billboard placed within the community. Keep in mind to look at places other than classic billboards to display the winning design (e.g., on the side of a garbage truck or on the dumpsters).



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### **REMIX THE MESSAGE**

Listen to the lyrics of a popular song (country, rap, rock) and count the number of times alcohol or drugs are referenced. After listening to the songs, have a group discussion on the culture of alcohol in music.

**\*Variation** – Have them listen to their three favorite songs and do the same activity and report back to the class.

#### *Examples of Songs:*

- Toes -Zac Brown Band (Country)
- Here for a Good Time -George Strait (Country)
- Cheers (Drink to That) -Rihanna (pop)
- Last Friday Night (T.G.I.F) -Katy Perry (pop)
- Say Ahh – Trey Songz (rap/hip hop)

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### **MUSE-ICAL**

Have the students create their own anti-drug song or rap. What inspires them to stay focused on their goals or dreams. Get creative and turn this into a music video. Submit your video to [ndprmc@nd.gov](mailto:ndprmc@nd.gov) to be featured on the N.D. Substance Abuse Prevention System YouTube channel at <http://www.youtube.com/user/NDsubstanceabuseprev?feature=mhee>.

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### **2B OR NOT 2B?!?**

Have the students create a short play where they demonstrate positive behaviors, positive role modeling, and /or ways to say no to alcohol, tobacco, or other drugs. Then, have the group go around to the younger classrooms and put on or act out that play. Record the short play for future projects and make sure to invite the media. This would make for a great story!

## Keys to prevention at this age (9-12<sup>th</sup> grade):

*Drug prevention messages must have a foundation of accurate, factual information from which youth can draw conclusions about the dangers and long-term effects of drug-use. Still, there are certain things educators should keep in mind when communicating with high school students about substance abuse.*

- They need to continue learning and practicing how to resist peer pressure and to understand the valid reasons for saying "no" to risky behaviors.
- They need to be allowed to make independent decisions and to assume responsibility for choices that affect them and others.
- They need to see that, as citizens, they are responsible for making their communities better, safer places to live.
- They like to explore different sides of issues, examine various interpretations and justify their actions as correct moral choices.

**Evidence Based Prevention Strategies:** *Correcting Misperceptions of Norms, Increasing Perception of Personal Risk, Promoting Pro-Social Norms, and Connecting to Community Prevention Efforts.*

**SOURCES:** Real Life Issues Curriculum Infusion, *Network for Dissemination of Curriculum Infusion at Northern Illinois University*; American Council for Drug Education (ACDE)

